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# **CARLOW UNIVERSITY**

## **MASTER'S OF SOCIAL WORK**

### **STUDENT HANDBOOK**

*Revised July, 2019*

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## **Purpose and Use of the Student Handbook**

The *MSW Handbook* is designed to provide information that you will need to complete the MSW degree. It contains information that will help you to plan your program of study for your area of specialization: Direct or Macro Practice. Based on the Social Work values of self-determination and respect for the individual, this information will assist you in planning and assessing your progress.

These policies have been set by the University's curriculum approval process, by the Social Work Department for admission into the Program, or the faculty for field placement and appear in the *Field Manual*. The MSW Student Organization and University advising and registration procedures set additional policies. These procedures are included in this handbook. Your academic advisor will be happy to assist you in any of these areas. Please remember, it is ultimately your responsibility to learn and meet requirements that are outlined in the handbook.

## **Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors Act Regulations.**

It is important for students who are working toward the Master's degree in the profession of Social Work to be aware of these regulations. Refer to the following web site:

[www.dos.state.pa.us/bpoa/LIB/bpoa/20/10/socwkbd-act.pdf](http://www.dos.state.pa.us/bpoa/LIB/bpoa/20/10/socwkbd-act.pdf)

Note: among the many qualifications necessary for licensure in Pennsylvania, according to the Board, the following regulation holds:

*An applicant shall be qualified for licensure to hold oneself out as a licensed social worker, provided he or she submits proof satisfactory to the board that:*

- 1) *He or she is of good moral character.*
- 2) *He or she has received a master's degree in social work from an accredited school of social work or social welfare or a doctoral degree in social work.*
- 3) *He or she has passed an examination duly adopted by the board.*
- 4) *His or her application has been accompanied by the application.*
- 5) *He or she has not been convicted of a felony under the act of April 14, 1972 (P.L. 233, No. 64), known as The Controlled Substance, Drug, Device and Cosmetic Act, or of an offense under the laws of another jurisdiction, which, if committed in this Commonwealth, would be a felony under The Controlled Substance, Drug, Device and Cosmetic Act, unless: please refer to the PA Social Workers, Marriage and Family Therapists and Professional Counselors Act for details.*

Students must realize that successful completion of the Social Work Program does not guarantee the right to a position or the right to licensure in Pennsylvania or in any other jurisdiction. In addition, students may be asked to obtain Child Abuse and Criminal Background clearances as pre-requisites to a field placement experience.

## **Mission Statement for MSW Program**

The mission of the Master of Social Work Program at Carlow University is to educate and prepare students for advanced level social work, providing a generalist foundation intended to promote human and social well-being through specializations in Direct Practice and Macro

Practice. The program is committed to the promotion of reflective leadership across diverse populations and systems using lenses of advocacy, professional ethics, trauma-informed care, and social justice. We are committed to service and providing students with the knowledge and skills required to become capable professionals who can work within unique and complex situations.

### **Carlow University Mission Statement:**

Carlow University's mission includes offering transformational educational opportunities for a diverse community of learners to excel in their work as compassionate, responsible leaders in the creation of a just and merciful world.

### **University Nondiscrimination Policy**

Believing that we are members of a global community and that education must contribute to the creation of a just and peaceful world, Carlow accepts the challenge to be a multicultural community of learners. Multicultural, for us, is inclusive of diverse cultures, religions, races, languages, nationalities, dialects, sexual orientations, and perceived socio-economic status.

According to this broad definition, we believe that every facet of Carlow should be multicultural: curriculum, student life, and composition of students, faculty and staff. Most importantly, *we believe that our attitudes and behavior must reflect a deep and active appreciation of multicultural diversity and inclusiveness.*

### **Department of Social Work Nondiscrimination Policy**

The Carlow University Social Work Department is committed to the standard of non-discrimination. This policy is discussed with students, it appears in the *Social Work Handbook, the Field Manual*, and the *University Catalog*. The policy is also shared with all Advisory Board members. The non-discrimination policy states:

The Carlow University Social Work Department is committed to a policy of non-discrimination on the basis of religion, race, gender, nationality, age, sexual orientation, perceived socio-economic status, or disability. This policy applies to all aspects of the program including admission, retention, and discontinuance.

### **MSW Program Goals**

Carlow offers an MSW program that includes reflective leadership across work with diverse populations and system sizes. This work is done using lenses of advocacy, professional ethics, trauma-informed care, and social justice. Students will achieve these goals using knowledge and skills that will enhance their ability to become capable professionals who can work within unique and complex situations. Interdisciplinary collaboration will become a part of this process so as to reflect the realities of the workplace. Specifically, program goals are:

- 1) Engage students in a Scholar-Practitioner Model of Learning.
- 2) Prepare students for career ready positions in their chosen advanced specialty.
- 3) Promote ethical and reflective leaders.
- 4) Provide competent and compassionate service to the community with students applying advanced level knowledge, values, and skills at field placement sites and in their careers.

## **Functions of CSWE Educational Policy and Accreditation**

### **1. Educational Policy**

The Educational Policy promotes excellence, creativity, and innovation in social work education and practice. It sets forth required content areas that relate to each other and to the purposes, knowledge, and values of the profession. Programs of social work education are offered at the baccalaureate, masters, and doctoral levels. Baccalaureate and master's programs are accredited by CSWE.

### **2. Accreditation**

Accreditation ensures that the quality of professional programs merits public confidence. The Accreditation Standards establish basic requirements for baccalaureate and master's levels.

Accreditation Standards pertain to the following four program elements:

- Mission and Goals
- Explicit Curriculum
- Implicit Curriculum
- Assessment and Continuous Improvement

On June 30, 2018 the MSW program achieved first year candidacy and is working toward completion of year two. Candidacy for a master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards but has not yet demonstrated full compliance.

Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

### **3. Program Competencies**

- a. Demonstrate Ethical and Professional Behavior
- b. Engage Diversity and Difference in Practice
- c. Advance Human Rights and Social, Economic, and Environmental Justice
- d. Engage in Practice–Informed Research and Research-Informed Practice
- e. Engage in Policy Practice
- f. Engage with Individuals, Families, Groups, Organizations, and Communities
- g. Assess Individuals, Families, Groups, Organizations, and Communities
- h. Intervene with Individuals, Families, Groups, Organizations, and Communities
- i. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

## The Program

The MSW program has two ways in which to be admitted (traditional and advanced standing), two concentrations (direct practice and macro practice), and two format options (face to face and low residency). All are available as part-time and full-time.

Students can elect to specialize in direct or macro practice and they can achieve their degree through attending face-to-face classes on campus or through low residency classes (once foundation requirements are met).

## MSW Curriculum

The curriculum is developed and organized as a coherent and integrated whole, consistent with program goals and competencies. Social work education is grounded in a coherent, integrated professional foundation.

Sample Curriculum Guides for all students are presented below. These include *Full-Time Traditional and Part-Time Traditional Curriculum* options which allow students to attend classes on our Oakland campus in the late afternoon and evenings. In addition, *Full-Time and Part-Time Advanced Standing Curriculum* options which require students to take classes online and attend a residency (on campus) skill lab sessions one Saturday per month. The schedule for course offerings is subject to change at the discretion of the program. Once all foundation course requirements have been met for Traditional students, all students may elect to take social work classes in either the on campus or low-residency formats based on student preference. Please consult with your academic adviser to plan your schedule.

### Traditional Format (Full Time) Curriculum Guides (Direct and Macro Practice)

Full Time Traditional Direct Practice	Full Time Traditional Macro Practice
Fall term (15 credits) MSW700 Foundations of Practice MSW701 Intro to Social Welfare MSW714 HBSE MSW715 Cultural Awareness MSW750 Ethics	Fall term (15 credits) MSW700 Foundations of Practice MSW701 Intro to Social Welfare MSW714 HBSE MSW715 Cultural Awareness MSW750 Ethics
Spring term (15 credits) MSW703 Social Welfare Policy Analysis MSW716 Communities MSW724 Strength Based Leadership MSW730 Field Placement I (5cr) MSW731 Field Placement Seminar I (1cr)	Spring term (15 credits) MSW703 Social Welfare Policy Analysis MSW716 Communities MSW724 Strength Based Leadership MSW730 Field Placement I (5cr) MSW731 Field Placement Seminar I (1cr)
Fall term (15 credits) MSW720 Multidimensional Assessment MSW722 Mental Health & Diagnosis MSW723 Applied Research Program Evaluation MSW732 Field Placement II (5cr) MSW733 Field Placement Seminar II (1cr)	Fall term (15 credits) MSW720 Multidimensional Assessment Elective MSW723 Applied Research Program Evaluation MSW732 Field Placement II (5cr) MSW733 Field Placement Seminar II (1cr)
Spring term (15 credits) MSW725 Treatment in Direct Practice MSW728 Advanced Direct Practice Colloquium MSW727 Complex Trauma MSW734 Field Placement III (5cr) MSW735 Field Placement Seminar III (1cr)	Spring term (15 credits) MSW721 Organization Mgt and Grant Writing MSW729 Advanced Macro Practice Colloquium MSW726 Advocacy and Organizing MSW734 Field Placement III (5cr) MSW735 Field Placement Seminar III (1cr)
Total 60 credits	Total 60 credits

**Traditional Format (Part- Time) Curriculum Guides (Direct and Macro Practice)**

Part-time Traditional Direct Practice	Part-time Traditional Macro Practice
Fall term (9 credits) MSW700 Foundations of Practice MSW714 HBSE MSW715 Cultural Awareness	Fall term (9 credits) MSW700 Foundations of Practice MSW714 HBSE MSW715 Cultural Awareness
Spring term (9 credits) MSW701 Intro Social Welfare MSW716 Communities MSW724 Strength Based Leadership	Spring term (9 credits) MSW701 Intro Social Welfare MSW716 Communities MSW724 Strength Based Leadership
Fall term (9 credits) MSW720 Multidimensional Assessment MSW703 Social Welfare Policy Analysis MSW750 Ethics	Fall term (9 credits) MSW720 Multidimensional Assessment MSW703 Social Welfare Policy Analysis MSW750 Ethics
Spring term (9 credits) MSW722 Mental Health & Diagnosis MSW730 Field Placement I (5cr) MSW731 Field Placement Seminar I (1cr)	Spring term (9 credits) MSW726 Advocacy and Organizing MSW730 Field Placement (5cr) MSW731 Field Placement Seminar (1cr)
Fall term (9 credits) MSW723 Applied Research Program Evaluation MSW 732 Field Placement II (5cr) MSW 733 Field Seminar II (1cr)	Fall term (9 credits) MSW723 Applied Research Program Evaluation MSW732 Field Placement II (5cr) MSW733 Field Seminar II (1cr)
Spring term (9 credits) MSW725 Treatment in Direct Practice MSW734 Field Placement III (5cr) MSW735 Field Placement Seminar III (1cr)	Spring term (9 credits) MSW721 Organization Mgt and Grant Writing MSW734 Field Placement III (5cr) MSW735 Field Placement Seminar III (1cr)
MSW728 Advanced Direct Practice Colloquium Elective Elective Total 60 credits	MSW729 Advanced Macro Practice Colloquium Elective Elective Total 60 credits

Students who have completed a Bachelor of Social Work (BSW) degree from a CSWE accredited program and have been accepted into the Carlow MSW program as “Advanced Standing” will be able to complete the MSW degree in 45 credits. Students may take courses in person at our Oakland campus or as a *Low-Residency* course. *Low Residency* means that students will take the course online but will attend required residency skill lab sessions one Saturday per month. A sample curriculum is below for both *Direct* and *Macro* practice specializations.

<b>Full-time Advanced Standing Direct Practice</b>	<b>Full-time Advanced Standing Macro Practice</b>
Fall Term (15 credits) MSW720 Multidimensional Assessment MSW 750 Ethics MSW723 Applied Research Program Evaluation MSW732 Field Placement II (5 cr) MSW733 Field Placement Seminar II (1 cr)	Fall Term (15 credits) MSW720 Multidimensional Assessment MSW 750 Ethics MSW723 Applied Research Program Evaluation MSW732 Field Placement II (5 cr) MSW733 Field Seminar II (1 cr)
Spring Term (15 credits) MSW722 Mental Health & Diagnosis MSW724 Strength Based Leadership MSW725 Treatment Approaches in Direct Practice MSW734 Field Placement III (5 cr) MSW735 Field Placement Seminar III (1 cr)	Spring Term (15 credits) MSW726 Advocacy and Organizing MSW724 Strength Based Leadership Elective MSW734 Field Placement III (5 cr) MSW735 Field Placement Seminar III (1 cr)
Fall Term (15 credits) MSW727 Complex Trauma MSW728 Advanced Direct Practice Colloquium Elective Elective Elective	Fall Term (15 credits) MSW721 Organization Mgmt and Grant Writing MSW729 Advanced Macro Practice Colloquium Elective Elective Elective
45 total credits	45 total credits

<b>Part-Time Advanced Standing Direct Practice</b>	<b>Part-Time Advanced Standing Macro Practice</b>
Fall Term (6 credits) MSW720 Multidimensional Assessment MSW 750 Ethics	Fall Term (6 credits) MSW720 Multidimensional Assessment MSW 750 Ethics
Spring Term (6 credits) MSW722 Mental Health & Diagnosis MSW724 Strength Based Leadership	Spring Term (6 credits) MSW726 Advocacy and Organizing MSW724 Strength Based Leadership
Fall Term (6 credits) MSW723 Applied Research Program Evaluation MSW725 Treatment Approaches in Direct Practice	Fall Term (6 credits) MSW723 Applied Research Program Evaluation Elective
Spring Term (9 credits) MSW727 Complex Trauma Elective Elective	Spring Term (9 credits) MSW721 Organization Mgmt and Grant Writing Elective Elective
Fall Term (9 credits) MSW732 Field Placement II (5 cr) MSW733 Field Placement Seminar II (1 cr) MSW728 Advanced Direct Practice Colloquium	Fall Term (9 credits) MSW732 Field Placement II (5 cr) MSW733 Field Seminar II (1 cr) MSW729 Advanced Macro Practice Colloquium
Spring Term (9 credits) MSW734 Field Placement III (5 cr) MSW735 Field Placement Seminar III (1 cr) Elective	Spring Term (9 credits) MSW734 Field Placement III (5 cr) MSW735 Field Placement Seminar III (1 cr) Elective
45 total credits	45 total credits

The *Foundations of Generalist Practice* course is designed to provide social work foundation knowledge for working with *individuals, families, and small groups*. It is designed to simulate the practice environment. Students will be introduced to concepts and skills and then participate in Skill Labs to practice *intervention techniques*, prepare written reports, and evaluate practice knowledge and skills teaching a range of *prevention and intervention methods* for generalist practice. Skill labs will take place during class time for the on-campus option and during weekend skill labs for Low Residency students.

*Introduction to Social Welfare* is an introduction to the social welfare institution with an emphasis on understanding the historical development of social welfare as a response to human need, social welfare services, the philosophical base of social welfare, and the role of social work in service delivery. Students will examine cultural, political, economic, and social systems to see the interrelatedness of these systems in the development and delivery of social welfare. The course incorporates an interdisciplinary orientation in its use of literature, history, film, song, art, and history texts as contextual references.

*Social Welfare Policy and Analysis* helps students understand the role of social work practitioners in shaping social service agency and public policies. Various social and economic factors, values, and philosophies have influenced the development of the social welfare system. The history of this system and its link to policy developments will be reviewed. This course will also examine the choices made regarding human needs and political implications of making such choices. Attention will be given to *ways prejudice has influenced the social welfare system* and ways policy formation can address specific types of *discrimination*. Students will learn ways to *advocate for and engage in effective social welfare policy practice*.

*Human Behavior in the Social Environment (person-in-the-environment)* which focuses on human behavior as understood through the interplay of psychological, biological, and *social dimensions of human development*. The life cycle of individuals is reviewed in the context of *families, groups, and larger social systems* including the cultural, social, and physical environment. The course explores theoretical perspectives in a holistic approach grounded in the interdisciplinary model and requires an in-depth case study analysis in which students demonstrate integrative knowledge and critical thinking in their application of the theories within the multidimensional perspective.

*Cultural Awareness and Diversity* will help students to develop an understanding of a practical social services process-stage approach to ethnic and cultural groups. Given our culturally diverse society, intervention practice approaches have universal application to populations Social Workers and other health professionals serve. Drawing on cultures as holistic designs for living, insights, and strategies for addressing human needs and concerns from a culturally sensitive perspective will be covered. Students will develop: A critical understanding of the need for a multicultural perspective in the delivery of human services; a critical understanding of the pluralistic makeup of communities and their citizens who request human services; Cultural awareness skills necessary for working as a professional social worker.

*Communities, Organizations, and Groups: Theory and Praxis* explores behavior in groups, organizations, and communities to achieve a theoretical, conceptual, and practical understanding of the workings of the macro social environment. Students take an active role in their learning through engagement with a community, organization, and group. An ecosystems perspective is combined with sociology and group psychology theories that promote a working

knowledge of the operation and interrelatedness of macro systems and human behavior. Primary consideration is given to concepts of empowerment, diversity, populations-at-risk, and the promotion of social and economic justice at the local, national, and global levels.

By the end of the first term of generalist practice, the student has learned to identify as a social worker, to understand the importance of social work ethics, and learned the breadth of social work as a profession. Advanced standing students will have taken these courses and learned this material in their undergraduate programs. During movement through the curriculum, students with non-advanced standing may eventually be in the same classes as those with advanced standing as they enter the MSW required foundation courses for all students. These include *Multidimensional Assessment Methods; Field Placement and Seminar and either Mental Health: The Art of Diagnosis or Organizational Management and Grant Writing.*

*Multidimensional Assessment and Methods* introduces students to frameworks for treatment, *therapeutic modalities, specialized clinical, organizational and community issues*. Topics covered include *social work values, multidimensional assessment, and contemporary theories of social work as they relate to practice with diverse client systems, organizations, and communities*. Students will gain knowledge and skills related to the theories behind *various methods and techniques* and continue to build upon them as lifelong learning takes place.

*Organizational Management and Grant Writing.* This course is designed to introduce students to the environment of nonprofit management, the basics of grant proposal writing, and many of the key roles a social worker may encounter within organizational management in nonprofit settings. Students will engage in a technical writing skills exercise in addition to case studies and presentation. This course is designed for students to familiarize themselves for supervisory, managerial, and other administrative tasks within the social service sector.

*Mental Health and The Art of Diagnosis* introduces the history of mental illness to *treatment in the present day with cultural, psychosocial, and life experiences* and understanding of the process of diagnosing. Students will discuss the *ethics* of the history of treatment and learn the trauma diagnoses along with others. They will understand the predisposing factors in the causation of mental illness, *develop an awareness of the intersection of mental health diagnosing and life experiences, cultivate a non-judgmental view of the person with a severe mental illness and to treat them with respect.*

*Field Placement I & Seminar I* is the advanced educational experience in an agency/community setting that fits the student's individual interest. The Seminar builds on the foundation placement and provides the student with n depth opportunities to integrate theory and practice at an advanced level. The student will *develop and utilize skills in a practice setting that promotes self-directed learning, initiative, and responsibility* on the part of the student while working under the supervision of an experienced professional social worker. The student will *articulate the role of the generalist social worker, apply the theoretical foundations of social work and research-based practice methods with professional practice, develop specific skills, learn the impact of the intervention process and its effect on individuals, families, groups, organizations, and community, articulate the importance of diversity and cultural heritage including beliefs, values, laws, and other social institutions, and identify and describe the process of development, and changes in community resources and their relationship to social policy.*

By the end of the generalist practice curriculum, students will have the foundation to move forward into the Advanced Practice tracks (curriculum). They will have learned about the person-in-the-environment perspective and the knowledge, values, and skills of generalist social work practice. They have gained insight into integrative knowledge, ethics, critical thinking, social justice, advocacy, and trauma informed approaches. Students will be able to step into higher level practice courses and electives (course content is still being developed) that will enhance their scholar-practitioner thinking and field placement experiences and they will be practice ready upon graduation to enter the profession of social work at the MSW level.

### **Values and Ethics**

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics.

Educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

### **Diversity**

Social work departments integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

### **Populations-at-Risk and Social & Economic Justice**

Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them.

Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression.

Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems.

### **Human Behavior and the Social Environment**

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in

which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

### **Social Welfare Policy and Services**

Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services.

### **Social Work Practice**

Social work practice content is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments. Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources and assets; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social economic justice.

### **Research**

Qualitative and quantitative research content provides understanding of a scientific, analytic, and ethical approach to building knowledge for practice. The content prepares students to develop, use, and effectively communicate empirically based knowledge, including evidence-based interventions. Research knowledge is used by students to provide high-quality services; to initiate change; to improve practice, policy, and social service delivery; and to evaluate their own practice.

### **Field Education**

Field education is an integral component of social work education anchored in the mission, goals, and educational level of the program. It occurs in settings that reinforce students' identification with the purposes, values, and ethics of the profession; fosters the integration of empirical and practice-based knowledge; and promotes the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated

on the basis of criteria by which students demonstrate the achievement of program competencies and practice behaviors.

### **Program Changes**

The Council on Social Work Education (CSWE) supports change necessary to improve the educational quality of a program in relation to its goals. The EPAS recognizes that such change is ongoing. When a program is granted initial accreditation, or its accreditation is reaffirmed, the program is accredited only at the level or levels and for the components that existed and were reviewed at the time of that action. Prior to the next scheduled accreditation review, changes may take place within the program. Although it is not necessary to report minor changes, program notify the Commission on Accreditation (COA) of such changes as new leadership, governance, structure, off-campus programs etc., depending on the nature of the change, the Commission on Accreditation may request additional information. Prior to the implementation of a substantive change the program submits a proposal and receives approval.

Substantive changes are defined as those that require a waiver of one or more aspects of the CSWE Educational Policy Statement

## **Admissions**

### **Students accepted into the MSW program will have:**

- 1) Completion of a BSW from a CSWE accredited program or other undergraduate bachelor's degree from an accredited school.
- 2) GPA of 3.0 (on a 4.0 scale) or proof that grades are improving (proof of strong performance in last two years of undergraduate work or a willingness to take some undergraduate classes to improve their GPA).
- 3) The response to the personal statement on the application to the program will show an interest in social justice, commitment to service, professionalism, critical thinking, and competent writing skills.
- 4) Completed a mixture of classes in social work, liberal arts, social sciences, math, and science.

### **Advanced Standing**

- 1) Earned a BSW from a CSWE accredited undergraduate program, those recognized through its International Social Work Degree Recognition and Evaluation Service or covered under a memorandum of understanding with international social work accreditors.
- 2) Earned a GPA of 3.0 (on a 4.0 scale)
- 3) The response to the personal statement on the application to the program will show an interest in social justice, commitment to service, professionalism, critical thinking, and writing skills.
- 4) Completed a mixture of classes in social work, liberal arts, social sciences, math, science

When students begin the MSW program and have a BSW, they do not repeat a class they may have taken in their BSW program with a grade of a B or above. They may exempt that class and take another class. They will still need the same number of credits to graduate but they will be able to take more advanced classes and electives and will not have to repeat what has already been achieved in their baccalaureate social work programs.

### **Evaluating applications and notifying applicants of the admission decision.**

The application policies and procedures for evaluating applications and notifying applicants of the admission decision is consistent across all program options including the on-campus program format and the low residency/hybrid program format and in future online courses.

Applications are completed online (applicants can request to have a hard copy of the form sent to them) and sent to our Graduate Admissions Counselor. The graduate admissions counselor will open a file and send it to an OneDrive file that only the Chair of the program, the MSW admissions committee, and she can access and read. The admissions committee includes Sheila Roth, PhD, LCSW (Chair/Director, MSW Program) and three full-time MSW program faculty including Marsha Frank, PH.D., LCSW; Kenneth Smythe-Leistico, Ph.D. LCSW (Director of Field Education); and E. Bradford Smith, Ph.D., LSW.

The completed applications include all demographic information, a resume or CV, two letters of reference, an official transcript and one essay: *“Describe one social problem about which you feel strongly about. If you had power and resources at your disposal what interventions would you propose to address the problem?”* The graduate admissions committee will meet once per month to determine if the students who have applied to the program meet the criteria for admittance to the program as stated. The identical forms will be filled out and sent in by email during the summer months. The response to the personal statement on the application to the program will show an interest in social justice, commitment to service, professionalism, critical thinking, and competent writing skills.

The following rating pages will be used by the admissions committee to rate the applicants.

## Rating Sheet for MSW Student Application

Student's Name \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Please check that the student has completed the following:

- Graduated with a Bachelor's Degree
- Transcript
- GPA of 3.0 or higher
- Undergraduate classes include a mixture of liberal arts, social sciences, math, science, and if applicable Social Work
- Submitted Reference 1
- Submitted Reference 2
- Submitted Personal Statement

Does this student have a BSW and qualify for advanced standing from a CSWE Accredited University?

- Yes
- No

For students below the required 3.0 GPA:

Review the ***undergraduate GPA for last two years*** and note that here: \_\_\_\_\_

Review the ***GPA for Social Work classes*** (if applicable) and note that here: \_\_\_\_\_

Do you recommend this student by invited for an interview to assess their suitability for the program?

- Yes
- No

If the student needs development in particular areas, what one to two undergraduate courses do you recommend they complete?

Rate the applicant references:

	1 Not Suitable	2 Minimally Suitable	3 Suitable	4 Very Suitable	5 Exceptionally Suitable
Reference One					
Reference Two					

Rate the applicant personal statement:

	Highly Adept (3)	Proficient (2)	Developing (1)
<b>Interest in Social Justice</b> Identifies social justice issue(s) relevant to Social Work practice	Social justice issues are identified with depth and nuance	Social justice issues are identified clearly	Social justice issues are identified but not fully explained or lack clarity
<b>Commitment to Service</b> Expresses a commitment to the service mission of Social Work practice	Deep commitment to service is evident	Commitment to service is evident	Commitment to service is mentioned briefly
<b>Critical Thinking</b> Poses question/topic or identifies problem; explores/analyzes question or problem; arrives at insightful or unique conclusion	Explores the question or problem thoroughly and substantively. Recognize complexity or multiple aspects of the issue. May challenge sanctioned ideas or recognize underlying oppositions.  Ultimately, articulates an insightful, thoughtful position or conclusion directly resulting from exploration of the issue at hand.	Explores question or problem in an adequate or fitting manner; however, there may still be a few areas where writer does not fully address the complexity of the issue.  Conclusions follow the analysis, with few lapses, and are generally well supported.	Does not fully explore the problem or recognize important complexity within an issue. Conclusions may be missing, unsupported, or incomplete.

<p><b>Writing Skills</b></p> <p>Uses appropriate grammar and mechanics</p>	<p>Work is free from substantial and repetitive errors in grammar, usage and mechanics.</p>	<p>Work is generally free from substantive and repetitive errors in grammar, usage and mechanics</p>	<p>Persistent errors in grammar, usage and mechanics. These errors interfere with effective communication.</p>
<p><b>Professionalism</b></p> <p>Demonstrates formality and appropriate disclosure</p>	<p>Exemplifies formal, academic writing tone.</p> <p>Personal disclosure is relevant, appropriate and professional.</p>	<p>Demonstrates formal, academic writing tone.</p> <p>Personal disclosure is appropriate and professional.</p>	<p>Does not demonstrate formal, academic writing tone.</p> <p>Uses slang, colloquialisms or other inappropriate language.</p> <p>Personal disclosure is excessive and/or unprofessionally communicated.</p>

Recommendation (based on total score of from references and essay):

Accept (16-25) \_\_\_\_\_

Discuss (9-15) \_\_\_\_\_

Reject (8 and below) \_\_\_\_\_

Signature \_\_\_\_\_

When a student does not meet the criteria but the committee can see improvement in the student's undergraduate work (proof of strong performance in last two years of undergraduate work or a willingness to take some undergraduate classes to improve their GPA), the committee may accept them with contingent conditions. The chair will alert the admissions counselor. They will receive a provisional acceptance which will state they must develop and retain a 3.0 GPA while in the Master's program, and/or they must take one or two undergraduate classes of the committee's choosing and obtain a B grade, and/or they may be told that they are required to work with the Center for Academic Achievement (CAA). They will then receive a letter from the chair again stating what they must do to be accepted and encouraging them to come for an interview.

When applicants meet the criteria, the chair will alert the admissions counselor and will send the University Official Letter of acceptance. The chair will follow with a welcome and give details about orientation and letting them know they are welcome to come to campus to meet the faculty.

## Program Policies and Procedures

### **The program describes policies and procedures for awarding Advanced Standing.**

All applications will be analyzed by the Social Work Admissions Committee following the criteria listed for advanced standing. (Earned a BSW from a CSWE accredited undergraduate program, a GPA of at least a 3.0). The Social Work Admissions Committee will determine if the student is to be accepted (unconditionally or with conditions), and if the student will be admitted with advanced standing. If the students meet the criteria for advanced standing the admissions counselor will be notified, and the acceptance letter will reflect that the student has been accepted into the MSW program with advanced standing. The Chair will meet (in person or by phone) with newly accepted students to discuss the advance standing requirements and the program. This and all future references to degrees from social work programs accredited by CSWE, include degrees from CSWE-accredited programs or recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors:

#### **3.1.4 The program describes policies for transfer of credits.**

The University Graduate Transfer Credit policy is:

Up to twelve credits may be accepted for graduate credit by Carlow University at the discretion of the MSW program director. Acceptance of transfer credits is specific to each program. Credits must:

1. Be comparable or complimentary to the Carlow University program
2. Indicate a grade of B or higher.

Some programs require that credits must have been earned no more than five years prior to enrollment in a Carlow University graduate program.

The MSW program follows the University guidelines in numbers (1) and (2) listed above. We will accept up to 12 transfer credits (within the University Guidelines), we will not however transfer Field credits or the advanced direct practice colloquium or the advance macro practice colloquium.

### **The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. Including how the program informs others of this policy.**

The program does not grant social work course credit for life experience. This will be written in the educational policy in the student handbook, the Social Work section on the Carlow University website, and on the program application. In each instance it will say that Social Work does not grant course credit for life experience or previous work experience.

### **The program describes its academic and professional advising policies and procedures.**

Upon acceptance, each student will have the opportunity to meet with an MSW faculty member. At the beginning of each school year students will meet with faculty as a group at a mandatory orientation meeting. By the end of the meeting all new students will have been assigned a faculty advisor in their concentration and have made decisions about their upcoming

terms. The MSW director assign faculty advisors according to the student’s interest in topic. Students meet with their advisor (in person or by telephone) at least once per term during the program. Typically, the advisor will advise the student until he/she completes the program. The advising ratio is 12:1 student to faculty. The advising policy is consistent across all program format options including the on-campus program format and the low-residency/hybrid program format and with future online courses.

**The program submits policies and procedures for evaluating students’ academic and professional performance (grievance, evaluation academic and professional performance).**

The *University Catalog* contains the standards and policies for academic probation and academic suspension. Conditions of warning, probation, and suspension are identified in the *University Catalog* and in the notification to the student. Conditions for reentry also appear in the *University Catalog*. The information that follows is more specific to the Social Work Program and can be found in the *Social Work Handbook*.

If a student’s actions and/or conduct (professional performance) are in violation of the NASW Code of Ethics, the incident and the behavior will be documented in the student’s file. If a student has a third violation, the student may be dismissed from the Social Work Program.

If a student is discontinued for non-academic reasons, he/she will have the right of appeal and due process. The student may file an appeal using the grievance process per the University Catalog

**CSWE 3.1.7: *The program submits its policies and procedures for evaluating student’s academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.***

The MSW program is responsible for providing the education, training experiences, and information that will guide student learning toward earning an MSW degree. The program prepares students for the social work profession through coursework, skill building labs, and field education. It is also the responsibility of the MSW faculty to model professional behavior and performance.

MSW students are expected to familiarize themselves with the NASW Code of Ethics, and to utilize relevant aspects of the Code in their course work and in class discussions. MSW students are informed of this during a mandatory orientation session at the start of the program and to adhere to professional behavior and performance standards accordingly. In addition, during the orientation meeting, students are informed about the criteria for course and field placement evaluation, academic standards, and about the opportunity for grievance when we discuss the MSW Student Handbook. Students are provided with an electronic copy of the *MSW Student Handbook* following orientation. Students who do not attend orientation will need to meet with her/his academic advisor (in person or via other means) to discuss the above and to receive the electronic *MSW Student Handbook*.

The Carlow University MSW program policies and procedures for evaluating student’s academic and professional performance are found below. In addition to the following MSW program Academic policies, students are advised to consult with the University’s Graduate Handbook for University wide policies.

### **3.1.7: Continued**

#### **ACADEMIC POLICIES**

##### **Academic Integrity Policy**

Carlow University aims to educate and challenge students to reach their highest potential; to that end, we guide MSW students along a path of honesty and integrity throughout their intellectual pursuits in accordance with the NASW Code of Ethics and our Mercy values.

##### **Academic Misconduct Policy**

In line with the University policy, Carlow MSW program expects its constituencies to understand the various forms of academic dishonesty and to uphold the highest standards of academic integrity. Examples of academic misconduct include: Cheating on any coursework, such as (but not limited to) quizzes, tests, exams (in-class, online, or take-home), homework or other assignments, lab work, presentations, and both creative and scholarly forms of expression such as projects and papers, computer programs, artistic, musical, or any audiovisual or multimedia work, is presumed to represent a student's individual, original work (or the original work of all members of a group, in the case of group assignments). Plagiarism by the unauthorized use of copyrighted material or misrepresentation of someone else's work as one's own such as (but not limited to) quizzes, tests, exams (in-class, online, or take-home), homework or other 24 assignments, lab work, presentations, and both creative and scholarly forms of expression such as projects and papers, computer programs, artistic, musical, or any audiovisual or multimedia work.

Academic Deceit as academic misconduct in the MSW program includes the intentional use of false or altered information or the withholding of information critical to the processes of the MSW program or the University such as grade changes, course withdrawals, or other academic procedures. Academic deceit also entails providing false information or documentation with the intent to obtain an exemption, extension or exception to assignments, exams, presentations, and other coursework. In addition, academic deceit involves signing other students into classes or on group reports. Fabrication of Data Fabrication of data involves the use of distorted data through either falsification or fabrication, or any sort of forgery or unsanctioned use of documents for research or other coursework.

Interference with other students' learning or achievement is considered a violation of academic integrity through the interference with the classroom learning or scholarly products of other students. Examples include, but are not limited to: sabotaging (including failing to contribute to) group projects, skill lab sessions, disrupting in-class work including tests and quizzes, role play during skill labs or courses, altering computer files or online posts, or making educational materials such as equipment or texts unavailable to others.

##### **Course Material Sharing Policy**

The copyright law states that the creator of an original work has the exclusive right to use or distribute said work. All course material, including but not limited to presentation slides, lecture notes, handouts, audio or video recordings, syllabi, assignments, problem sets, quizzes, tests, and exams, are the property of the instructor who developed them, the University that commissioned the work, or the publisher of the original content (such as textbook publishers). Students may use this material for their own learning and for discussion with other students in the class.

### **3.1.7: Continued**

The following are not permissible uses of course material and constitute violations of Carlow University's and the MSW Program Academic Integrity Policy:

- Unauthorized redistribution of the material, such as uploading it online for others to access.
- Posting of any material for the purpose of helping other students gain an unfair advantage in a course.
- Unauthorized access of material posted by others for the purpose of gaining an unfair advantage in a course.

Original course notes and papers written by students are their own intellectual property. However, students should be aware that sharing such material may result in misuse by other students, such as plagiarism.

#### **Violations of Academic Integrity**

In unity with University policy, if academic misconduct is suspected, the Social Work faculty member should contact the University Office of Academic Affairs to inquire about known previous academic integrity violations by the student. If the alleged misconduct is the student's first offense, and the faculty believes the misconduct is minor or the result of an honest mistake, the faculty should contact the student within five business days of discovering the violation to arrange a meeting (the meeting may be in person or online or via electronic communication) and attempt to educate and resolve the matter with the student directly. The faculty member may impose a sanction at his/her discretion. Also, in the spirit of helping guide the student's learning process, the faculty member should refer the student to the Center for Academic Achievement, as appropriate. Once a resolution is achieved, the faculty and the student must sign an agreement detailing the misconduct and the sanction imposed to be kept on record at the University Office of Academic Affairs. This agreement is kept only as a means of tracking and is not meant to become part of a student's permanent academic record. The student may not contest the sanction or appeal to a higher level.

If the social work faculty member and the student are unable to reach a resolution, or if the student denies responsibility for the alleged academic integrity violation, the case is forwarded to the University Academic Integrity Committee for a Judicial Hearing Procedure.

#### **Judicial Hearing Procedure**

If the case is referred to the Judicial Hearing Procedure, the social work faculty member will contact the Chair of the Academic Integrity Committee at least 72 hours prior to the next regular meeting of the Committee, in the fall or spring semesters, to begin the judicial hearing process. The Chair of the Committee will then officially notify the Dean of the College of Leadership and Social Change, the MSW Director, the Office of the Registrar, and the Office of Academic Affairs of the pending case. The Academic Integrity Committee shall convene a Judicial Hearing Panel for the case at its next regularly scheduled meeting. The social work faculty member and the student are both expected to appear at the hearing and present their evidence in front of all parties in attendance. If the faculty and/or the student is unable to attend the hearing in person, they may present their case in a written statement to be provided to the Chair of the Judicial Hearing Panel prior to the hearing. Barring any extenuating circumstance, the faculty is expected to attend the meeting or provide a written statement of evidence; otherwise, the case is dismissed. The faculty should also provide the Panel with written documentation of the alleged misconduct, if possible, in digital form prior to the hearing. If the student does not attend the meeting and fails to provide a written statement of his/her case, the hearing will continue with the evidence available. Only members of the

### **3.1.7: Continued**

Judicial Hearing Panel, the social work faculty member alleging the misconduct, the accused student, and witnesses (if applicable) may attend the hearing; no other personnel shall be permitted. If a witness cannot attend the hearing, he/she may be asked to submit a written statement as evidence. The faculty, student, and witnesses may be excused from the room during the Panel's deliberation. During the judicial hearing process, the student may not withdraw from the course. If the matter is not resolved by the final grade due date, an incomplete grade is assigned until the Judicial Hearing Panel rules on the matter. The student will not be conferred a degree or certificate if there are outstanding academic misconduct charges

If the Judicial Hearing Panel finds the student guilty of violating the academic integrity policy, the Panel will have three business days to consult with the faculty alleging misconduct for a decision on appropriate sanctions.

In collaboration with the social work faculty member, the following grade sanctions may be applied:

- Zero credit on the assignment
- Failure of the course

For serious cases of academic misconduct, the Panel may consult with the MSW program if needed, and may recommend that the Provost apply the following sanctions:

- Suspension from the University
- Dismissal from the University

In the case of suspension from the University, if the ruling occurs past the course withdrawal date, the suspension will begin at the end of the current semester so that the student will not incur financial aid penalties. If a student is dismissed from the University due to violation of the academic integrity policy, he/she cannot be readmitted to the University in the future. The Panel's ruling may be appealed through the University Judiciary Appeal procedures found in the *University Graduate Handbook*.

### **Grievance Procedure**

Formal grievance procedures have been established to provide students with a means to express concerns regarding the application of academic policies, procedures, practices, rules, or regulations of the MSW Program and the University, and a method by which concerns can be resolved. For appeal of a grade, students should consult the Grade Changes and Grade Appeals section of the *University Handbook*. The student is encouraged initially to discuss the concern informally with the social work faculty member and/or the MSW department/program chair. Students must utilize internal mechanisms for grievances before involving external counsel. General counsel is not part of the internal grievance procedure. Steps to address a concern:

1. If a student has an academic concern, she/he should present the situation to the social work faculty member in writing/email. The email must make explicit that the student is starting the grievance procedure. The faculty member will arrange an appointment as soon as possible. The faculty member will respond to the concern presented during this initial appointment within seven days of the appointment. Both parties should retain a written record of this discussion. Most matters can be settled by frank discussion of the facts.

### **3.1.7: Continued**

2. Should the concern remain unresolved, the student will discuss the matter with the MSW department chair/program director and determine if a resolution can be mutually agreed or if a grievance process is required. This will be completed within five days of response from Step 1. In order for all facts to be carefully re-examined and evaluated, the MSW department chair will follow these procedures: a. Discuss the situation with the faculty member(s). b. Arrange to meet with the student and involved faculty together to arrive at resolutions to the situation. c. Retain written notes from each intervention.

3. Should the concern remain unresolved with the MSW department chair/program director, or if the specific concern involves the MSW department chair/program director, the student will take the concern to the College of Leadership and Social Change (CLSC) Dean. The student filing the grievance must have completed Step 1 and have documentation of the discussion. The CLSC Dean will then follow Steps 2a and b. There should be a written record of each meeting and its outcome.

4. If the grievance remains unresolved at this level and the student wishes to pursue it further, the dean will begin the process of setting up the grievance committee as described in this step. The committee will consist of five members: two students and three faculty members from within the University. One faculty member will be elected as chair of the committee and will vote only to break a tie. Student members will be drawn from the pool of graduate students when a grievance is filed by a graduate student. Faculty members will be drawn from other graduate departments. The student and faculty members may each request the removal of any one member of the pool of eligible members.

5. Both parties will be informed of the status or resolution of the grievance at each step of the process. If either party remains unsatisfied with the decision of the committee, the dean will notify the provost that there is dissatisfaction with the decision. The provost shall make a final determination.

### **Professional Performance in Field Placement**

Student professional performance in the MSW program will be reviewed and evaluated on a continual basis by department faculty and Field Placement faculty. Field Placement courses include the Field Placement conducted at an agency off campus and the student is evaluated by a field instructor/ supervisor. The Field Seminar course is taught and evaluated by an MSW faculty member. Both the field placement and the field seminar must receive a letter grade of B- or above. For a student to receive a passing grade for these courses the following must be achieved.

1. In order to be eligible to pass Field Placement students need to achieve a final grade of a B- or above. This equates to scores of mostly 4-5 on each domain of the Field Instructor Evaluation rubric and they must complete the required number of field hours for the placement.
2. Student must pass the Field Seminar course with a grade of B- or above.
3. Students must have all hours for internship recorded and verified by the field instructor with distinction between direct vs. indirect hours clearly listed for all students regardless of practice specialization. All students must receive and document one hour of supervision per week of the semester at the field placement site and one hour of group supervision during the field seminar course for the duration of the semester.
4. Students must adhere to and follow the requirements as outlined in the Field Handbook.

### **3.1.7: Continued**

Students that do not satisfactorily complete these objectives will not be given a passing grade for this course. Students who do not pass this course, whether due to clinical or academic concerns, will receive an “F” and must retake the course at their expense, paying full tuition fees. In addition to the expense, retaking the course will delay the student’s anticipated start of internship by a minimum of one term. The hours completed during the term the student receives the “F” will not count toward their completed field experience hours.

### **Ethical Behavior, Remediation, and Dismissal**

Students are required to adhere to the NASW Code of Ethics in class and at field placement, as well as state and federal laws surrounding the practice of social work, including both HIPPA and FERPA. Ethical or legal violations may result in a verbal or written reprimand or even dismissal from the program.

A student may be dismissed from field placement for improper conduct. If for any reason the agency determines that a student’s conduct is inappropriate or that the student has violated the NASW Code of Ethics, the field supervisor should notify both the student and the field director immediately by telephone and in writing/email. At this point, the student may be asked to discontinue field placement until a full evaluation of the incident can be completed by the field director. The outcome may vary based on the evaluation. If incidents are considered minor, consultation with the faculty field director for remediation should be made. Remediation can be a verbal (with documentation) or a written attempt to help correct a problem and help students be successful on placement, similar to a professional development plan that you may have experienced at your place of employment. It typically starts with a concern being presented by a faculty instructor or field instructor. Concerns range from skill development (e.g., poor documentation or performance skills) to professional comportment (e.g., difficulty taking feedback) behaviors that call into question a student’s suitability for the social work profession. After a formal concern has been presented, students will be asked to meet with the MSW Field Director who will have documentation of the concern. The Field Director and the student will discuss the concerns and collaborate on the creation of a plan that will assist the student in gaining the competence students are required to demonstrate to be successful in the profession. The student will work on the Professional Development Plan (PDP) and the Field Director will follow-up on progress made.

If the incident is considered major, the faculty field director may terminate the student from the field placement course with a grade of “W,” withdrawal; “F,” fail; or “I” incomplete; as appropriate under the terms of the University Catalog. The field director will notify the MSW program director of the incident in writing/email. A student who wishes to appeal decisions made under this policy should follow the University appeals procedure.

Depending on the on the nature and severity of the issue a student may be required to retake this semester of the course. Students who do not satisfactorily complete their remediation plans will be dismissed from the program. Students do have the opportunity to grieve the decision by following the Grievance procedure. However, depending on the severity of the situation, the student may be immediately dismissed from the program without a PDP. In cases with substantial ethical or legal violations (e.g., assault of a client, serious breach of confidentiality) there may be cause for dismissal from the program without remediation.

## **The program submits policies and procedures for terminating a student from the program for reasons of academic and professional performance.**

Discontinuance from the Program for Academic Reasons: A student accepted into the master's in social work program is expected to conform to all standards established by the Program and Carlow University. Failure to meet the standards listed below may result in discontinuance from the program for academic reasons:

1. Violation of the NASW Code of Ethics
2. Inability to function within the structure of organizations and service delivery systems in which the students will practice.
3. Failure to fulfill obligations to the Social Work Department, field agency or client, i.e., completion of required hours, coming to class or agency in a timely manner, adhering to dress code, meeting deadlines, completion of goals and referrals for client.
4. Illegal or criminal behavior or record which would preclude social work certification or licensing.
5. Inability to demonstrate effective use of interpersonal skills necessary for developing a solid worker/client or worker/peer relationship, i.e. attitude free of judgment, communicate with respect, allowing self-determination, empathy.
6. Personal issues which inhibit one's ability to meet performance standards, i.e., attitude free of judgment, communicate with respect, allowing self-determination, empathy.
7. Failure to demonstrate professional conduct which shows respect for human diversity.
8. Failure to maintain professional boundaries, i.e., over-identification, exploitation of client, sexual relations, extreme self-disclosure.
9. Failure to engage in self-evaluation and inability to accept constructive feedback and supervision.
10. Inability to express thoughts in written and/or oral form.

Final authority regarding continuance in the Social Work Program rests with the Social Work Director in consultation with the student's advisor who may also consult other faculty and staff. A discontinuance decision is serious and may have a profound effect on a person's future career; therefore, allegations and unverified circumstances will not weigh into the discontinuance decision. A student may initiate a grievance procedure if there is dissatisfaction with the discontinuance decision.

A student may be dismissed from field placement for improper conduct. If for any reason the agency determines that a student's conduct is inappropriate or that the student has violated the NASW Code of Ethics, the field supervisor should notify both the student and the faculty field coordinator immediately by telephone and in writing. At this point the student may be asked to discontinue field placement until a full evaluation of the incident can be completed. The outcome may vary based on the evaluation. If incidents are considered minor, consultation with the field coordinator should be made and a meeting should be held with the student to discuss the incident and to correct the situation.

If a student is terminated for non-academic reasons, he/she will have the right of an appeal and due process. The interests of both the student and the profession will be taken into account. The appeal process would begin with the Chair of the master's in social work. If there needs to be further appeal, the students will continue to follow steps of the Carlow University appeal

process, which can be found in the *University Catalog* and the *Social Work Student Handbook*.

**The program describes its policies and procedures specifying students' rights and opportunities to formulate and modify policies affecting academic and student affairs.**

When a problem has occurred, all efforts should be made to reach a resolution of the problem. This can be facilitated through honest, open, and assertive communication with all parties involved. However, if a resolution is not reached by informal means, a grievance procedure is available to all students. A grievance is a dispute or disagreement in regard to bias, prejudice, or unfair treatment in relation to a decision made by a faculty member. Generally, grades are exempt from grievance. If a grievance is appropriate, the following steps should be followed, per the University Catalog:

1. Meet with the faculty member or individual involved in an attempt to resolve the dispute informally.
2. Discuss concerns with the Academic Adviser.
3. Meet with the Department Chair.
4. If further action is necessary, a meeting should be scheduled with the Academic Dean. If an agreement is not reached at this point, the student must document the nature of the grievance, recommend a possible solution, and file it with the Department Chair in 30 days of the grieved action. This document must be signed and dated with copies forwarded to all parties involved. The Academic Dean shall respond to the documented grievance within a 10-day period.
5. If the student continues to be dissatisfied with the findings of the Academic Dean, a meeting to discuss the grievance should be scheduled with the Provost.

**3.1.9: The program describes its policies and procedures specifying students' rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.**

Carlow University maintains a focus on student success and degree completion. To that end, students are encouraged to review, make suggestions, and advocate for MSW program policies that enhance their overall well-being and success. To ensure that students have a voice, an MSW student will be appointed to attend a designated student portion (generally 30 minutes) of all MSW faculty meetings either in person or by phone. During these meetings we will discuss issues and concerns with faculty and will have a voice in policy development. This student in turn will be responsible for sharing updates, holding policy development discussions with the MSW student body at Graduate Social Work Club (GSWC) meetings, and to bring ideas and suggestions back to faculty for policy and program changes.

Another way that students participate in formulating and modifying policies is the Graduate Social Work Club (GSWC) which is the voice and vehicle for student involvement in the MSW program. This also aligns students with other graduate student organizations. Students in the organization elect officers for the organization and will receive a small budget from the University Student Government Association (SGA).

In the College for Leadership and Social Change, where the MSW program is housed, it is the policy to involve students in the process when new faculty members are being interviewed for new hires. Students are invited and encouraged to attend the teaching demonstrations and lunch meetings with candidates. At the end of teaching demonstrations,

### **3.1.9: *Continued***

Students may also express their views at the end of each academic year by participating in an MSW focus group. During this group, students are given the opportunity to discuss courses, MSW curriculum, and the program in general (please see MSW Focus Group Questions attached). The results are given to the MSW director/chair and they are shared with the MSW faculty for review, discussion, and renewal. Changes are made as appropriate or as possible and if the requested changes are not possible a meeting is held with the students to consider alternative solutions.

Lastly, all students in the MSW program are assigned an MSW faculty advisor. Students and advisors are required to meet/talk once per semester in order to ensure that academic and professional progress is on track and to discuss any concerns. If there are concerns that the advisor cannot solve, the MSW director/chair is invited to the conversation.

If students have a faculty concern they are directed to discuss those concerns with the respective faculty member. If they are not resolved, the student is asked to document the attempt to resolve the issue and to then meet with the MSW director/chair to try and resolve the concern. If needed, the grievance procedure will be followed. Other general program concerns can be addressed at the next MSW faculty meeting. The MSW student representative attending the MSW faculty meetings can also be utilized as the voice of students who wish to remain anonymous.

### **Describe how program provides opportunities and encourages students to organize their interests.**

The voice and vehicle for student involvement is the Graduate Social Work Club (GSWC). In addition, the GSWC serves as an outlet for service and educational programming that enhances the formal educational experience, assists students in attending social work conferences and workshops, and provides fellowship and support for those pursuing common goals, both as persons and as aspiring social workers. A representative is identified to meet regularly with department faculty. Membership and meeting attendance is open to all students and faculty in the Graduate Social Work Department. A draft of the Student Handbook can be found in Appendix E of this document.

The department encourages students to join other University organizations and participate in events. The program regularly sends an electronic newsletter with networking, volunteering and service opportunities. There are also opportunities on campus for service. One is the Carlow Closet, an on-campus food and clothing resource for students. Graduate social work students will be an integral part of the strategic operations. They will be able to engage in representing the Carlow Closet in community outreach and education opportunities, program expansion and other key areas of social work practice. Students are also able to engage in the Social Justice Institute and attend their workshops and conferences.